

REFERENCES

- Allen, S. and Knight, J. (2009). A method for collaboratively developing and validating a rubric. *International Journal for the Scholarship of Teaching and Learning* 3(2), 1-17. <https://doi.org/10.20429/ijsotl.2009.030210>
- Allen, I. E., Seaman, J., Sloan, C., Babson Survey Research, G., & Pearson, F. (2013). *Changing course: Ten years of tracking online education in the United States*: Sloan Consortium.
- Baker, D.L. (2011). Designing and orchestrating online discussions. *MERLOT Journal of Online Learning and Teaching* 7(3), 401-411.
- Knowlton, D.S. (2003). Evaluating college students' efforts in asynchronous discussion: A systematic process. *The Quarterly Review of Distance Education* 4(1), 31-41.
- Bahr, N. (2010). Thinking critically about critical thinking in higher education. *International Journal for the Scholarship of Teaching and Learning*, 4(2), 1-16. <https://doi.org/10.20429/ijsotl.2010.040209>
- Barbour, R. S. (2013). *Doing focus groups* (Repr. ed.). Los Angeles: CA: Sage Publications.
- Bernstein, A. (2017). Critical thinking criteria for evaluating online discussion. *Higher Education Pedagogy Conference at Virginia Tech*, February 15, 2017.
- Cato, F. (2010). LIT 2110 grading rubric for discussion posts. Teaching Online. Pedagogical Repository. https://topr.online.ucf.edu/index.php/File:Cato_2110_discussion_rubric.pdf
- Cerny, B.A., & Kaiser, H. F. (1977). A study of a measure of sampling adequacy for factor-analytic correlation matrices. *Multivariate Behavioral Research*, 12(1), 43-48. https://doi.org/10.1207/s15327906mbr1201_3
- Chua, C.M. (2004). The Malaysian Communication Competence Construct. *Journal of Intercultural Communication Research*, 33, 131-146.
- Dietz-Uhler, B., Fisher, A., & Han, A. (2007). Designing online courses to promote student retention. *Journal of Educational Technology Systems*, 36(1), 105-112. <https://doi.org/10.2190/ET.36.1.g>
- Eccarius, M. Rubric Development to assess student learning through asynchronous discussion board. *The Quarterly Review of Distance Education*, 12(4), 265-268.
- Field, A. (2013). *Discovering Statistics Using IBM SPSS Statistics* (4th ed.). Thousand Oaks, CA: Sage.
- Frey, B. Rubric for asynchronous discussion participation. <http://udel.edu/janet/MARC2006/rubric.html>
- Gilbert, P.K. and Dabbagh, N. (2005). How to structure online discussions for meaningful discourse: a case study. *British Journal of Educational Technology* 36(1), 5-18.
- Health Care Ethics: *Discussion Board Guidelines*. (2016). <http://www.learningace.com/doc/716555/505b625a3d-51e74c7d0d6108590550fd/discussionrubric>
- Hsiao, W.-Y., Chen, M., and Hu, H.-W. (2013). Assessing online discussions: Adoption of critical thinking as a grading criterion. *The International Journal of Technology, Knowledge, and Society* 9, 15-25. <https://doi.org/10.18848/1832-3669/CGP/v09i03/56370>
- Ice, P., Curtis, R., Phillips, P., & Wells, J. (2007). Using asynchronous audio feedback to enhance teaching presence and students' sense of community. *Journal of Asynchronous Learning Networks*, 11(2), 3-25.
- Jonsson, A. and Svingby, G. (2007). The use of scoring rubrics: Reliability, validity and educational consequences. *Educational Research Review* 2, 130-144. <https://doi.org/10.1016/j.edurev.2007.05.002>
- Knowlton, D.S. (2003). Evaluating college students' efforts in asynchronous discussion: A systematic process. *The Quarterly Review of Distance Education*, 4(1), 31-41.
- Lynch, D. J., Kersley, G. and Thompson, K. (2009). Faculty use of asynchronous discussions in online learning. www.itdl.org/Journal/Feb_11/article02.htm
- MacKnight, C. B. (2000). Teaching critical thinking through online discussions. *Educause Quarterly* 4, 38-41.
- Mertler, C.A. (2001). Designing scoring rubrics for your classroom. *Practical Assessment, Research & Evaluation*, 7(25). <http://PAREonline.net/getvn.asp?v=7&n=25>
- Morrison, J.R., Watson, G.S., and Morrison, G.R. (2012). Comparison of restricted and traditional discussion boards on student critical thinking. *The Quarterly Review of Distance Education*, 13(3), 167-176.
- Morse, J. M. (2017). *Essentials of qualitatively-driven mixed-method designs*. New York: NY: Routledge.
- Padgett, S. (2013). An introduction to creativity and critical thinking. In S. Padgett's (Ed.) *Creativity and Critical Thinking*, New York: Routledge, pp. 15-17.
- Paul, R. (1993). The logic of creative and critical thinking. *American Behavioral Scientist*, 37(1), 21-39. <https://doi.org/10.1177/0002764293037001004>
- Rezaei, A.R. and Lovorn, M. (2010). Reliability and validity of rubrics for assessment through writing. *Assessing Writing*, 15, 18-39. Rochester Institute of Technology. (2017). [https://www.rit.edu/.../FinalWEIMPACT_Synergistic%20Rubric%201%201%20\(2\).pdf](https://www.rit.edu/.../FinalWEIMPACT_Synergistic%20Rubric%201%201%20(2).pdf)
- Vandervelde, J. (2016). Online Discussion Rubric. www.uwstout.edu/content/profdev/rubrics/discussionrubric.html
- Wegmann, S.J. and McCauley, J.K. (2014). Investigating asynchronous online communication: A connected stance revealed. *Journal of Asynchronous Learning Networks* 18(1), 17 pages (ERIC).
- Wyss, V. L., Freedman, D., and Siebert, C.J. (2014). The development of a discussion rubric for online courses: Standardizing expectations of graduate students in online scholarly discussions. *TechTrends*, 58(2), 99-107. <https://doi.org/10.1007/s11528-014-0741-x>